Competencies for Teachers: Vocal/Choral Music, Grades K-12

In addition to the Arkansas Teaching Standards, the teacher of Vocal/Choral Music, grades K-12, will demonstrate knowledge and competencies in the following areas:

1. Essential Competencies in Music NAfME: Standards 1, 3, 8 NASM: Standard IX.O.4, 5 Praxis II (0114): I.; III.A; III.C	1.1 Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education 1.2 Ability to understand the scope, integrative nature, and various functions of technology in music and pedagogy 1.3 Knowledge of musicianship, vocal, and pedagogical skills sufficient to teach general music at the K-6, 4-8 and 7-12 grade levels 1.4 Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization 1.5 Ability to lead performance-based instruction in a variety of settings
2. Conducting and Musical Leadership NAfME: Standards 1, 5, 6, 7 NASM: Standard IX.O.3.b(1) Praxis II (0114): II	2.1 Knowledge of score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques 2.2 Ability to create accurate and musically expressive performances with various types of performing groups and in general classroom situations 2.3 Knowledge of conducting and the musical leadership skills sufficient to teach effectively in area(s) of specialization
3. Arranging NAfME: Standards 3, 4 NASM: Standard IX.O.3.b(2) Praxis II (0114): I	3.1 Ability to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations
4. Performance NAfME: Standards 1, 2, NASM: Standard IX.O.3.b(3) Praxis II (0114): II	4.1 Ability of functional performance abilities in keyboard and voice 4.2 Ability of functional performance abilities in instruments appropriate to the teaching specialization 4.3 Experiences in solo vocal or instrumental performance 4.4 Experiences in ensembles. (Ensembles should be varied both in size and nature)
5. Analysis, History and Literature NAfME: Standard 9 NASM: Standard IX.O.3.b(4) Praxis II (0114): I	5.1 Ability to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities 5.2 Ability to relate understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to area(s) of specialization

6. Vocal/Choral Music NAfME: Standards 1, 2, 3 NASM: Standard IX.O.3.c(2) Praxis II (0114): I; II	6.1 Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for vocal/choral music 6.2 Vocal and pedagogical skill sufficient to teach effective use of the voice 6.3 Ability to teach beginning vocal techniques individually, in small groups, and in larger classes 6.4 Ability to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments sufficiently
7. Pedagogical Competencies in Music NAfME: Standards 1 - 9 NASM: Standard IX.O.4.d Praxis II (0114): III.A; III.B	7.1 Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization 7.2 Ability of effective classroom and rehearsal management skills 7.3 Ability to understand child growth and development and an understanding of principles of learning as they relate to music 7.4 Ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs 7.5 Knowledge of current methods, materials, and repertories available in various fields and levels of music education appropriate to the teaching specialization 7.6 Ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations 7.7 Ability to understand evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum
8. Disciplinary Literacy* CCSS-ELA	Reading in Science and Technical Subjects, Grades K-12 Reading competencies for literacy in science and technical subjects for grades K-12 include the ability to read informational texts in science and technical subjects closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by 8.1 Citing specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account 8.2 Determining the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still

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accurate terms

8.3 Following precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyzing the specific results based on explanations in the text

8.4 Determining the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades K-12 text and topics

8.5 Analyzing how the text structures information or ideas are organized into categories or hierarchies, demonstrating understanding of the information or ideas

8.6 Analyzing the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved

8.7 Integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem

8.8 Evaluating the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information

8.9 Synthesizing information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

8.10 Reading and comprehending a variety of scientific and technical documents appropriate for instruction within the K-12 text complexity band

Writing in History/Social Studies, Science, and Technical Subjects, Grades K-12

Writing competencies for literacy in history/social studies, science, and technical subjects for grades K-12 will be demonstrated by

8.11 Writing opinion pieces on topics or texts, supporting a point of view with reasons and information by

- Introducing a topic or text clearly, stating an opinion, and creating and organizational structure in which ideas are logically grouped to support the writer's purpose
- Providing logically ordered reasons that are supported by facts and details
- Linking opinion and reasons using words, phrases, and clauses
- Providing a concluding statement or section related to the

opinion presented

8.12 Writing arguments focused on discipline-specific content by

- Introducing precise, knowledgeable claim(s), establishing the significance of the claim(s),distinguishing the claim(s) from alternate or opposing claims, and creating an organization that logically sequences the claim(s), counterclaims, reasons, and evidence
- Developing claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Using words, phrases, and clauses as well as varied syntax to link the major sections of the text, creating cohesion, and clarification of the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Providing a concluding statement or section that follows from or supports the argument presented

8.13 Writing informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes by

- Introducing a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
- Developing the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
- Using varied transitions and sentence structures to link the major sections of the text, creating cohesion, and clarifying the relationships among complex ideas and concepts
- Using precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; conveying a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers
- Providing a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the

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	topic)
	8.14 Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
	8.15 Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
	8.16 Using technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information
	8.17 Conducting short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
	8.18 Gathering relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
	8.19 Drawing evidence from informational texts to support analysis, reflection, and research
	8.20 Writing routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

*Disciplinary Literacy Competencies for K-6 and 6-12
Based on the CCSS, the Disciplinary Literacy Competencies for K-5 address all content areas across the Reading Informational and Writing strands. The competencies for grades 6-8, 9-10, and 11-12 are presented in grade bands that are divided as follows: Reading in History/Social Studies, Reading in Science and Technical Subjects, and Writing in History/Social Studies, Science, and Technical Subjects.